



Stirling Council
Schools, Learning & Education

Balfon Primary School &
Nursery Class Handbook

2025/2026

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Stirling Council

Schools, Learning and Education

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit fully from our services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people have the skills and confidence to contribute successfully when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by listening to and learning from children and young people, putting them first; promoting inclusion across all schools, nurseries and communities; and by delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning and believe that this partnership will be key to achieving success for all children and young people.

We look forward to working with you as your child embarks on, and progresses through their education.

A handwritten signature in black ink that reads 'Bryony Monaghan'.

Bryony Monaghan
Head of Education and Chief Education Officer
Stirling Council
November 2024

Welcome from the Headteacher

Dear Parents and Carers

I would like to welcome you to Balfron Primary School.

It is our aim to ensure that every child in Balfron Primary is not only safe and happy, but also feels encouraged and successful.

We are an ambitious school, striving to ensure that the best learning takes place for all children, within a context of developing the 'whole child'. Children's progress within academic, sporting, arts and social aspects of the curriculum are all important, with the aim that we help our pupils become responsible citizens who make a positive contribution to society.

I understand the important role Balfron Primary School plays within the village and community. Balfron Primary therefore is fully committed to ensuring that pupils, staff, parents and members of the community work in positive partnership.

Problems, however, do arise at times and be assured that no worry concerning your child at school is so small that it cannot be shared. We will listen carefully and then try our best to help.

We hope that the following pages provide you with a clear picture of life at our school, but if any questions remain unanswered please do not hesitate to contact me.

Angus Black
Headteacher
Balfron Primary School

Description of the School

Balfron Primary School serves the village of Balfron and the surrounding rural area. The present building was opened in 1981 to replace the old local primary school. A three classroom extension and nursery was completed in September 2003.

The school is also part of the High School Campus and we are able to enjoy access to some of the facilities. Children take school dinner in the Atrium dining room of the High School, or packed lunches from home in the primary school.

Our grounds have been developed in partnership with parents and children, supported by the Parent Council and the community, including our growing garden, climbing frame and quiet area.

How are classes organised?

We recognise that children, even of the same age, learn in many different ways and have different talents, abilities and interests. Some of the key factors that lead to good learning include good teaching, involvement of children in their own learning, confident and secure children and strong relationships between teachers, children and parents.

We therefore carefully consider any planned changes of how learning is organised in the school, including the composition of classes. We annually review the way that classes and learning are organised, considering how best to meet the needs of all children, as the roll of the school goes up or down. Any decisions need to take into account numbers of children in the school, children's ages, and gender to ensure a good mix of boys and girls.

Due to our need to balance the interest of all children as learners, learning is carefully planned for in consultation with Stirling Council's guidance, 'How Classes are Organised'.

Where we have composite classes we do provide meaningful opportunities for children to learn and work alongside their peers. This does take considerable time and effort to organise and maintain, however we recognise the value of providing this for our children.

Are the children supervised at lunchtimes?

Yes. During both morning break and lunchtimes there are usually up to four adults in the playground from Mrs Dolan, Mrs Strang, Mrs Gifford, Mrs Carey and Mrs Forsyth. Mr Black and Mrs Macmillan, the school's Headteacher and Depute Headteacher respectively, also take time to be in the playground each day.

Although our playground is not huge and can be a little muddy, the priority for our staff is to ensure all children are enjoying play and activity in a safe environment. Popular activities with pupils include our wood and climbing trees, football, Activity Trail and playground music. There are also areas where children can go with friends for a quieter time, like our vegetable planters and Planet Garden.

Our senior pupils should also play an important role in supporting other children at playtimes by acting as Big Buddies and playground role models. We have different P7 Buddy Co-ordinators throughout the year.

School Information

School address	Balfon Primary School Moor Road Balfon Glasgow G63 0PD
Telephone number	Primary School - 01360 440027 Nursery – 01360 449514
E-mail address	balfps@stirling.gov.uk balfnu@stirling.gov.uk
Website	https://blogs.glowscotland.org.uk/st/balfonprimary/
School Roll	160
Nursery Roll	32 morning/32 afternoon
Headteacher	Mr Angus Black
Depute Headteacher	Mrs Gillian Macmillan
Teaching Staff	
P1	Ms Gillian Mitchell
P2	Miss Amy Rennie/Mrs Tracey Robertson
P3	Miss Deborah McLernon/Mrs Claire Muir
P4	Mrs Joanna Small/Mrs Kathryn Bradnam
P5	Miss Nicola Holms
P6	Mrs Lynn Witherspoon/Mrs Gillian Macmillan
P7	Mrs Caroline Darroch/Mrs Kate Grisanti
Nursery Team	
Principal ECE	Mrs Laura Crombie
Senior ECE	Mrs Samantha Hobkirk
Senior ECE	Miss Emma Thompson
Senior ECE part-time	Mrs Alison Connolly
ECE	Mrs Tracy Crockett
ECE	Mrs Karen Pollock
ECE	Mrs Alison McKechnie
ECE	Mrs Maureen Anderson
Support Worker ECE	Miss Abbie Young
Support worker ECE	Mrs Dawn Meikleham
Support worker ECE	Mrs Kelly Innes
Administrator	Ms Rachel Pugh

Specialist Teachers Learning Support PE	Mrs Chloe Rankin Miss Amanda McKie
School Support Staff Administrators SLA SLA SLA SLA SLA Janitorial Team	Mrs Catherine Walker/Mrs Louise Harrower Mrs Sandra Strang Mrs Alex Dolan Mrs Michelle Gifford Mrs Lee-Ann Forsyth Mrs Justyna Carey Bellrock

The School Day

Morning session	8.55 am – 10.25 am
Morning interval	10.25 am – 10.40 am
Lunchtime	12.10 pm – 1.15 pm
Afternoon session	1.15 pm – 3.15 pm

Nursery Hours

Morning session	8.00 am – 1.00 pm
Afternoon session	1.00 pm – 6.00 pm

Stages of the School

Nursery – Primary 7.

School Values and Aims

Values

We worked in consultation with the whole school community to establish our values which are:

Co-operation, Courage, Respect, Responsibility, Resilience

Our school vision:

“Learn and discover, care for each other”.

Aims

In 2023, our school aims were refreshed and simplified with the help of all pupils. At Balfron Primary our aims are that:

Successful Learners

We are encouraged, supported and challenged to be the best that we can be.

Responsible Citizens

We are kind and helpful to the whole school community, always trying to include others.

Confident Individuals

We believe in ourselves, show effort and learn from our mistakes

Effective Contributors

We are heard, understood and our opinions matter in all aspects of school life.

Ethos - Kindness

Promoting Positive Relationships and Behaviour

In 2019 our school revised its Positive Relationships and Positive Behaviour Policy. This involved staff discussions and planning, pupil consultations, reference to national advice and an information evening with parents.

Our approach to developing positive relationships and behaviour throughout the school is based on being *‘ready, respectful and safe’* with a commitment to *‘connection before correction’*.

Overarching Behaviours – 3 Ls

Three overarching behaviours have been identified to focus on in Balfron Primary, which have become known as the **3Ls**:

1. **Listening** – active and respectful.
2. **Lining up** and moving through the school.
3. **Looking after the school** – cloakroom, resources and equipment.

Our focus on the 3Ls means that all adults in our school will:

- Teach active listening skills to children with daily reference to the displayed school listening charter.
- Provide a warm greeting to their class in the morning line; ensure effective class lines throughout the day; and model calm interaction when walking through the school.
- Take responsibility for the tidiness and resource maintenance in the area where they are working by working with and supporting children.

“Balfron Cares”

As part of our commitment to a school ethos of kindness, at Balfron Primary we try to foster opportunities for children and the school community to help others under a *“Balfron Cares”* approach. The principles of *“Balfron Cares”* –

- Helping others including charities and other good causes.
- Participation or contribution is always encouraged but optional.
- Low cost expectations for parents or children contributing to any *“Balfron Cares”* initiative.
- *“Balfron Cares”* will be led by pupil ideas but will be spaced out throughout the year.
- Prior notice to families.
- Recording and sharing of outcomes.

General Strategies Supporting Positive Behaviour

Features of our relationships based approach also include:

- 30 second interventions
- a commitment to restorative discussions
- recognition boards used flexibly by teachers
- a consistently calm adult, with a refusal to shout
- 3-step routine in each class
- a charter displayed in each classroom – agreed behaviour and consequences – updated termly
- Monthly Recognition Awards – recognising individuals who impress throughout the school for any reason.

When behaviours fall short of agreed expectations in our school there is a recognition that ***immediacy of consequence is much more important than the weight of punishment.***

Consequences for unwanted behaviours in our school may include:

- a clear explanation by staff member – always rooted in kindness, reminding of previous good behaviour
- disruption to a child’s day e.g. delayed access to the playground or no choice activity that day
- Involvement of Mr Black or Mrs Macmillan
- Phone call home or chat with parent in playground
- Discussion or meeting – pupil, teacher and parent

How Does Our School Deal with Bullying Behaviour?

Our school website <https://blogs.glowscotland.org.uk/st/balfronprimary/> includes a link to our school's approaches on dealing with bullying behaviour along with helpful links to the national resource <https://respectme.org.uk/>.

Last year our Pupil Council also developed its own pupil guidance, which is now visible around the school, on what should happen after bullying behaviour has been reported to an adult:

After telling a teacher that you are being bullied:

Important Steps

1. Adult should talk to the person being bullied and the other child separately to find out exactly what has been happening.
2. Extra observations in the playground by staff.
3. Identify a safe place for the person being bullied – an area in the playground where the other person is not allowed to go for an agreed time. (This might be for a couple of days on a first case of bullying but could be longer if it had happened lots of times. It would also be the same in the classroom – where both children would be seated at different tables.)
4. Parents/carers of both children should be contacted. This would normally be done by a phone call.
5. The other person misses out on something – loss of break or other fun things. This should only be for a few minutes.
6. The other child should say sorry – but only if they mean it.
7. Teacher to check-in with you about how you are feeling. This should last as long as is necessary.

Advice if being bullied

- Avoid contact with the other person.
- Avoid calling anyone 'a bully' – labels don't help!

Morning Playground Lines

We ask all pupils to be ready each morning for their teacher who will walk down their class line and provide a morning greeting. Parents can of course continue to catch a word with their teacher if needed, but this should happen once time has been allowed for their child's teacher to check the lines and say good morning to each child.

What Do Our Children Think of Our School?

Here are some comments from our pupils on key aspects of school life:

Playground and Friends

My favourite thing about school is playing with the buddies and friends because of the large playground and landscape. I think Balfon Primary playground would be better if it had swings, monkey bars and slides. (Aaliyah P6)

Staff

Miss Rennie helps me feel better when I get upset. (Lara P2)

The staff are very good because they teach actual stuff and are very friendly to pupils. (Josiah P4)

The teachers and SLAs are kind, understanding and always help when I need it. (Natalie P7)

The teachers are really nice and are great at finding our level of learning and giving us education that's not too easy or hard. (Izzy P7)

3Ls

I think the three Ls are good. Maybe there should be more than three though! (Joe P6)

Learning

The teaching and learning is really good. It's not too easy or too hard and the Chilli Challenges let you work on your own level of confidence. (Shona P7)

I love having a buddy to do fun stuff like baking and picking blackberries. (Ella P7)

School lunches

School lunches are amazing to be fair...some of the best food ever! (Mason P7)

I think school lunches are good but there could be a bit bigger portions. I like the choice of fruit and vegetables. (Ashley P7)

My favourite thing about school

My favourite thing about school is that it keeps me busy and I get to see my friends every day! I love doing Pupil Council (Natalie P7)

School Improvement Plan

Priorities for session 2024/2025 are:

Improvement Priority	Outcomes for Learners
<p>Health and Well-Being – Pupil Voice</p>	<p>There will be increased understanding & active participation using the RIC Youth Voice Framework.</p> <p>Whole School approaches developed from 'Keeping the Promise' Award teacher CLPL (February 2025 inset).</p> <p>Further extend pupil voice on inclusive approaches across P1-P7 by refreshing the existing school Community Group model.</p>
<p>Raise attainment in Literacy</p>	<p>Improve the teaching of phonics and spelling across the school to raise attainment in Literacy.</p> <p>Roll out the introduction of Active Literacy Phonics in P1-P3.</p> <p>Update Writing protocol in school to provide consistency in teaching and learning approaches across the school.</p>
<p>Quality Learning, Teaching and Assessment approaches</p>	<p>Learning for all will be based on differentiation (by process, product, content and/or learning environment).</p> <p>Learning for all will be based on challenge and pace.</p> <p>All learners will have clarity in their learning - they will know what they need to do to achieve and can use personalisation and choice to demonstrate their understanding.</p>

Curriculum

Learning and Teaching Curriculum for Excellence

Curriculum for Excellence guides the curriculum we offer at our school for all our pupils.

With the development of Curriculum for Excellence, the school aims to build the capacity within all our pupils to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Curriculum change will be underpinned by the guiding principles of:

- Breadth
- Challenge and Enjoyment
- Progression
- Depth
- Personalisation and Choice
- Coherence and Relevance

We will be engaging in ongoing review, evaluation and development of the curriculum and this process is addressed through the School Improvement Plan procedure. It is our aim to ensure that the programmes of study we offer effectively raises levels of attainment, provides children with creativity and enjoyment and enables each pupil to fulfil their potential.

Curriculum for Excellence subject areas

- Expressive Arts
- Health and Wellbeing
- Languages and Literacy
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Expressive Arts

- Art and Design
- Dance
- Drama
- Music

Whilst much of Art and Design and Drama are developed in the context of topic work there is also a major focus on specific skill development.

Children also have many opportunities to enjoy musical activities where they develop singing, music making using percussion and music appreciation. Seasonal concerts and assemblies throughout the year provide additional opportunities for children to perform to audiences.

Health and Wellbeing

The shared vision within Health and Well Being involves children being:

- Safe Active
- Healthy Respected
- Achieving Responsible
- Nurtured Included

Our PE programme includes gymnastics, athletics, games skills, fitness and dance. Each child experiences two sessions of PE weekly. In addition the school is very well supported by Active Stirling who provides a range of sporting taster sessions throughout the year. Co-ordinated by Neil Thomson, our Active Schools Co-ordinator the children experience a range of taster sports led by trained coaches.

During the course of P6 all children participate in a block of cycle training – Bikeability 1 and 2.

We also have a netball and football team, both of whom get opportunities to play against local schools.

Each year P6 pupils take part in a residential outward bound experience to Ardroy Outdoor Education Centre in Lochgoilhead. During the week long residential, pupils work towards achieving the outdoor education John Muir Award.

Much of the children's development in the area of Health and Wellbeing is however addressed through the daily ethos and culture of school. We firmly believe in developing a positive and proactive culture at Balfron Primary, leading to the success and well-being of each and every member of our school community.

Languages and Literacy

Our children at Balfron Primary experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life, lays the foundations for lifelong learning and work and is given a very strong focus in the school.

Our children spend time with stories and texts which enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Literacy is taught under four main headings:

- Listening
- Talking
- Reading
- Writing

Talking skills are formally developed to enable pupils to be effective communicators, for all life situations. Children are encouraged to express their own ideas, opinions and feelings confidently and articulately.

Listening is the key to all learning. The various skills required to be effective listeners are developed throughout the seven years at primary school.

Reading A progressive phonics programme is used at the early stages to give pupils a solid foundation upon which to build reading skills. A variety of language and reading development materials are used to support the children to develop a wide range of tools for reading. Thereafter more sophisticated reading skills are developed e.g. research and reference skills, inference, speculation, in-depth understanding of complex passages, etc.

Reading is fundamentally an important skill. Emphasis is placed at the early stages on reading out loud i.e. decoding the printed word into spoken word. Reading for purpose, understanding and enjoyment is stressed at all stages. Oxford Reading Buddy is used across P4-P7 enabling learners to experience a wide range of e-books to further develop their decoding and comprehension skills.

The school also stocks a range of current group reading 'real books', used mainly for P4-7 stages. In addition all classes contain their own library of reading for enjoyment books.

The main reading schemes which we use are:

- Word Sparks
- Story Sparks
- Oxford Reading Buddy
- Oxford Reading Tree

Writing skills for all life purposes are developed alongside the important technical skills of spelling, handwriting and grammar. In Primary 1, children build on their emergent writing and drawing skills that they have brought to school. As their reading develops learners start to explore letter shapes and words and gradually build to sentences. Spelling is taught regularly using the Look, Say, Cover, Write, and Check method following our new resource, Active Literacy. The importance of neat, legible handwriting is promoted throughout the school. Structured teaching methodology and assessment of standards in writing, combined with ensuring opportunities for relevant cross curricular writing which offers choice, challenge and enjoyment underpins our approach.

Currently French is taught to P1-7 at Balfron Primary School as we work towards full implementation of a '1+2' approach where pupils are taught English as well as being introduced to two other languages.

Mathematics

The mathematics experiences and outcomes within Curriculum for Excellence are structured into 3 main organisers:

- Number
- Shape, Position and Movement
- Information Handling

Problem solving is also an important element of our Maths programme and we look to teach this through cross curricular links as well as separate standalone learning activities.

Daily interactive mental maths aims to lead to the development of numeracy skills and confidence for all our pupils.

A variety of resources are used as part of our approach to Maths – based on teachers’ professional judgement - including Scottish Heinemann Maths, Active Heinemann and Tee Jay for P1-7 although a variety of other contexts, resources, games and computer programmes support pupil learning.

As a school we have agreed the following key approaches within Maths:

- All children should normally have a **Maths experience every day**.
- **Written working** should be clearly shown in a jotter and not hidden away.
- Each class should have access to **Mental Maths resources** for daily activities.
- Weekly **homework** will always include Maths.
- **Creative teacher planning** should focus on how to introduce key Maths concepts and capture pupil interest and initial understanding. Practice is required for consolidation and to check whether pupils are able to transfer their understanding.
- **Whole class teaching** of the same Maths concept is to be targeted. This ensures that pupils will benefit from uninterrupted introductory teaching sessions. Keeping the class working at the same concept will require differentiated group work as follow up.
- **Meet the teacher evening** each year will provide opportunities for parents to learn about how pupils are taught Maths in school. This knowledge will help parents reinforce learning more effectively at home.
- Most importantly of all – **teacher passion** for the subject to instil pupil enthusiasm!

Religious and Moral Education (RME)

This area of the curriculum deals with the development of the pupil in relation to self-awareness, relationships with others, the range of beliefs, values and practices that go to make a religious outlook on life.

Christianity remains the core study, focusing on education and observance, rather than instruction. Usually, one of our classes leads an end of term service/celebration at Balfron Church of Scotland in the build-up to Christmas, with all parents and pupils warmly welcomed.

This session the school will continue to focus on developing the global element of our curriculum, which will involve the study of the other main world religions.

Children are encouraged to appreciate the common values of honesty, liberty, justice, fairness and respect for, and tolerance of others, regardless of creed, colour or religion. Any parents wishing to exclude their child from participation in religious education or observance may do so by informing the Headteacher in writing. Such pupils will be set alternative tasks by their teacher.

The school is guided by Stirling Council's guidance on Cultural Diversity and Religious Observance Guidelines for Schools on Meeting the Religious and Cultural Needs of Children and Young People.

Sustainability and Global Goals

All classes work towards a chosen Global Goal as listed by the United Nations Sustainable Global Goals.

This year we will be continuing to focus on ensuring effective outdoor learning for all pupils. All classes aim to use the outdoors at least once per week for their learning.

Curriculum Flexibility

Flexible teaching time will be used to meet specific school needs, as appropriate, and also be used at the teacher's discretion as appropriate to the current needs of the children. We recognise that for effective learning, children's understanding is not always compartmentalised into separate curricular subjects.

Therefore developing features of our teaching approaches involve:

- Interdisciplinary learning – providing a context for pupils that provides them the opportunity to make genuine cross curricular links.
- Active learning – encouraging children to be in the different stages of learning including planning, collaboration, problem solving and reflection. Active learning should provide pupils the chance to be cognitively as well as physically active and provide flexibility to meet the needs of individual learning styles.

Assessment

Our school's approach to assessment continues to develop in line with Curriculum for Excellence. There are a variety of reasons why we assess pupils.

Some of these include:

- Find out what pupils have learned.
- Identify next steps.
- Evaluate our teaching.
- To provide feedback.
- To involve pupils in the assessment process.
- To motivate pupils.

The experiences and outcomes set out within Curriculum for Excellence describe the development of pupil learning in terms of levels. Progression through the curriculum levels for primary pupils is explained in the table below.

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

The breadth and variety of approaches to assessment ensures that no single finite list of assessment approaches can be made. Good teaching means that individual contexts within classes will guide which assessment approaches are applied in our school.

Curriculum for Excellence lists three key stages when assessment takes place:

- Ongoing
- Transitions
- Periodic

The different purposes and types of assessment tasks means that at Balforn Primary we are focused on building a picture of each pupil, more than can be achieved by simply administering a test.

Developments in the area of assessing learning at Balforn Primary includes using a variety of formative assessment methods, including:

- Self and peer assessment.
- Baseline assessments in literacy and numeracy at the start of each school year for all pupils.
- Teacher assessment and daily classroom evidence.
- Photographs and videos.
- Increased moderating of assessment standards and evidence within our school's teaching team.
- See Saw Online.

This session, in line with all schools nationally, pupils in P1, P4 and P7 will be completing Scottish National Standardised Assessments (SNSA) which will support teacher judgement of pupil attainment.

Parents can play a vital role in supporting the school in its approaches to assessment methods by following these important steps:

- Listen, talk, share and encourage – this has a big influence on children's learning.
- Do things together – learn together and have fun together.
- Praise effort.
- Encourage a 'can do' approach - 'give it a try, you might just like it'.
- Help them to respect others.

- Talk to them about their strengths and interests, and help them make choices based on these
- Find out what learning is happening at school and do what you can at home to build on that.

Homework Policy

Our Homework Guidelines:

- **Quality over Quantity:** Pupils value their homework and take responsibility for bringing reading books and homework jotters to and from school
- **Short but Sweet:** Pupils spend a short amount of time completing homework. It should be a quick reinforcement of learning in class.
- **Little and Often:** Pupils get a proportionate amount of homework but each class will have a regularly and predictable routine. This will be shared in class newsletters.

Homework:

- It shouldn't be too difficult
- It will be something already taught in class
- Pupils should mostly be able to do it independently

What does Homework look like at Balfron PS?

- **Weekly Spelling:** Classes create a grid of activities which is refreshed termly. Pupils select activities to help them practice their words. Children in P1-P3 learn to read and spell common words. Pupils in P4-P7 will learn to spell a variety of progressive spelling patterns, common words and spelling rules.
- **Weekly Phonics:** At Early Level (P1) children learn two phonic sounds per week and complete a variety of play activities to develop their early reading skills. At First Level (P2-P3), children learn one sound per week and will engage in a variety of activities to develop their early reading and spelling skills using activities outlined in our Active Literacy Progressive programme that we follow in Balfron Primary.
- **Weekly Reading:** At Early and First level (P1-P4) children should be reading their school provided book at home regularly as well as a variety of other texts to promote enjoyment. Asking questions such as what happened when... and what might they do next support children's understanding.
- At second level (P5-P7 for most) personal reading challenges will be encouraged with reading scheme books used in class.
- **Maths:** Dependent on stage - weekly and may be online.
- **Optional Creative Tasks:** Each class will provide optional creative tasks at different times during the year.

What can parents and carers do at home to support Homework?

- We appreciate parents' engagement with homework – a signature or comment in homework jotters about how children managed the homework is welcome.
- Establish routines and expectations to make sure homework is completed on time and to a high standard.

House System

Our school operates a House System, whereby all children are members of a house. The house names were refreshed using views across the whole school community, with the aim of ensuring wider and more inclusive representation.

Our houses name are:

Donaldson & Burns
Thunberg & Wallace
Gorman & Bruce

The purpose of the House System is to further develop the community spirit of the school, whereby 'houses' will be recognised for making an effort to make our school a good place to be. House points are awarded to pupils to reward good social skills and caring and thoughtful behaviour towards others and our school environment. Monthly house meetings are also held.

House Captains are selected by a combination of individual applications; pupil voting and staff using 'role model' as central criteria.

House	Captains	
Donaldson & Burns	Ashley MacDonald	Shona Coull
Thunberg & Wallace	Eva Hardie	Alex Bark
Gorman & Bruce	Lacy Harrower	Alistair Christie

School Club Programme

In the recent past teachers run extra-curricular clubs have included dance, art, quiz, chess, netball, choir, football and cross-country among others.

Pupils are also offered a variety of extra-curricular clubs, organised and delivered in partnership with Active Stirling.

Support for Learning

Sometimes children have additional learning needs. We endeavour to support such pupils by employing Stirling Council's Children's Services Staged Intervention process. Learning and teaching is managed and organised in a way that will maximise children's learning. However, although children are taught literacy and maths in ability groups some children do experience difficulties. The class teacher would deal with this by adjusting the child's programme of work and if difficulties persist, the Support for Learning Teacher will advise and support the child and the teacher. Parents will be informed and involved in the review of progress. Children who are failing to progress after receiving such support may in consultation with parents be referred to the Educational Psychologist, Speech and Language Therapist or Occupational Therapist.

Partnership with Parents

Balfron Primary Parent Council

Balfron Primary Parent Council was formed in October 2007 and exists to give parents and carers a voice, forming a strong partnership with the school to benefit our children. Specifically, we wish to encourage:

- Partnership between the school, pupils and all parents & carers;
- Working with the school to create a welcoming, inclusive environment;
- Fundraising for the school, which helps support the education and welfare of the pupils and also subsidise events and activities;
- Representation of the views of all parents & carers on all matters affecting the education and welfare of the pupils.

We are very pleased to welcome new members to the Parent Council Committee this year. The Parent Council members and roles for session 2024/2025 are:

Co-Chairs	Michelle Conway Lorna Christie
Treasurer	Rachel Moir
Secretary	Claire McIlvenna
Social Media Reps	Claire Cattrell Emma Sutherland
Committee Members	Ainsley Berry Sarah Catnach Katie Graham Anita Crozier Ashley Larkin Le Vin Michelle Montague Emma Patrick

The Parent Council meets at least four times every year. Dates will be announced in the school newsletter, school emails and publicised on the Balfron Primary Parent Council Facebook and Instagram pages. The Parent Council Committee also holds separate event planning meetings as and when required. All meetings are open to the wider parent forum and new attendees are very welcome.

The Parent Council runs several events for pupils throughout the year. It also holds fundraising events which parents, carers and members of the local community attend. The Parent Council has hosted two Halloween Discos in the school this year which were very well attended and lots of fun was had by all. The Parent Council also had a Halloween costume swap and encourages the exchange of pre-loved school uniform throughout the year helping promote sustainable options for families.

This year, one of the main areas of focus for the Parent Council will be fundraising for the repair of the adventure playground equipment. Other specific areas supported by the Parent Council include funding towards classroom and common resources; subsidising residential trips and paying for every child to go on a school trip; together with funding nursery and P7 leaving parties and gifts. The Parent Council is keen to support the school and pupils in these areas during this year.

Aside from fundraising, the Parent Council is actively involved in discussions around anti-bullying; school uniform; school lunches and the School Improvement Plan.

Details of all Parent Council events are publicised through school emails, newsletters, the playground noticeboard and the Parent Council Facebook and Instagram pages.

The Parent Council welcomes all parental involvement so please do contact the Parent Council if you wish to be involved in helping with events and activities, fundraising or brainstorming event ideas. This year we will also try to gather views and ensure parent's voices are heard through questionnaires and surveys. The Parent Council welcomes communication from parents who may wish to raise educational issues more formally through it. This can be done either in person at meetings or the Parent Council can raise issues on your behalf with the school if you wish to contact the Parent Council in confidence. Please get in touch by emailing balfonprimarypc@gmail.com.

Michelle Conway and Lorna Christie Co-Chairs (November 2024)

Parents Evening/School Reports

Parents Evenings are held twice during the session, usually November and March. We encourage you to bring your children along to the meeting to plan their next steps together. Written reports are sent home in June and parents have the opportunity to discuss the reports in June, if necessary.

Sharing Learning

Learning is shared in a variety of ways including Seesaw, Twitter, school assemblies and open afternoons.

Communication with Parents

Good communication is vital for schools to work in positive partnership with parents. Balfon Primary is guided by and fully committed to Stirling Education Services' Code for Communicating with Parents.

The aims for the code are to foster high quality communication by:

- Being respectful, honest and courteous and expecting similar behaviours in return.
- Being clear about the balance of rights and responsibilities between Education Services and parents in all our communications.
- Promoting a culture of openness and honesty.
- Seeking parents' views and taking them into consideration when making decisions.
- Valuing parents' expertise and knowledge.

- Providing timely, appropriate and accessible information.
- Avoiding information overload.
- Seeking to overcome any barriers to communication.

Complaints Procedures

In Balfroon Primary the Headteacher will investigate any complaint raised by a parent. This will be done in line with Stirling's Education Complaints Policy (reviewed January 2021).

School Security

We strive to ensure Balfroon Primary School is a welcoming friendly school, where children, staff and parents are relaxed and secure.

However we are aware that there is a need to be vigilant in preventing access to unwelcome visitors, and those without appropriate intention.

All visitors, including parents, are asked to report to the office and they will be asked to sign in, and be given a badge. Please do not enter the school by the rear doors. All staff have been advised to direct any visitor without a badge to go to the office to sign in.

Support for Learning assistants supervise the playground at morning and lunch break. The only adults who are allowed in the playground at these times are school staff.

We have 24hour CCTV cameras in operation in the playground at all times.

Help us keep your child safe and follow these procedures at all times.

School Uniform

Balfron Primary School Uniform Policy

Balfron Primary School believes that a consistent school uniform policy is vital to promote the ethos of the school and provide a sense of unity and inclusiveness for all pupils. A school uniform also positively contributes to school ethos, safety and security.

Our School Uniform options are:

Item	Where to Acquire
White polo shirt	Plain polo shirts are available from regular retailers. Sustainable/Pre-loved polo shirts are available from Balfron Primary Parent Council.
Navy blue trousers/ shorts/skirts/ pinafore dresses	Available from regular retailers. Sustainable/Pre-loved trousers, shorts, skirts and pinafore dresses are available from Balfron Primary Parent Council.
Turquoise/jade green Sweatshirt	Jumpers with the school emblem are available online from Border Embroideries www.border-embroideries.co.uk .
Sweatshirt	Plain green school sweatshirts are available from regular retailers. Sustainable/Pre-loved sweatshirts are available from Balfron Primary Parent Council.
Navy cardigan or jumper	Plain navy cardigans and jumpers are available from regular retailers. Sustainable/Pre-loved navy sweatshirts/cardigans are available from Balfron Primary Parent Council.
Navy fleece	School fleece with the school emblem is available online from Border Embroideries www.border-embroideries.co.uk . Sustainable/Pre-loved fleeces are available from Balfron Primary Parent Council.
Light blue gingham school dresses	Gingham dresses are available from regular retailers. Sustainable/Pre-loved gingham dresses are available from Balfron Primary Parent Council.

PE Kits

- All PE kits (with the exception of trainers) should be plain without sports branding or logos.
- Football kits are not permitted as PE kits
- School uniform should be worn by all pupils on their PE days. PE kits should be brought in a bag, with pupils changing in school.
- Please send a gym kit into school from Day 1 of the new term, meaning pupils will be able to do PE on any day as teachers co-ordinate class PE times over the first couple of weeks.

Cost

The school is committed to ensuring that its school uniform is affordable and accessible to all pupils and does not place an unreasonable financial burden on parents. Please contact the school for examples of low cost items from various outlets.

Footwear and clothing grant/ free school meals application form for school year is now live.

The form and guidance notes can be found on the links below:

- <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/> (guide page)
- <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/apply-for-free-school-meals-a-clothing-grant-or-both/> (form)

Please contact the school office should you require assistance completing these forms.

Other Information

- Please remember to label your child's school uniform, in particular, jumpers, cardigans and jackets.
- At different times throughout the year, the Parent Council organises opportunities for parents to swap items of school uniform. Details of the uniform swap initiatives will be advertised on the Parent Council Facebook Page. Requests for pre-loved uniform can be made via the Parent Council Facebook Page or Email balfronpspc@gmail.com.
- In our main foyer we have:
 - A 'PE kits for all' area where pupils or parents can take some PE clothes
 - A lost property uniform area
 - Free spare outdoor jackets

Parent Council Uniform Swap Stall

Please drop off any pre-loved, good quality, clean uniform into the collection boxes in the foyer.

Secondary School

At the end of P7 pupils normally transfer to:

Balfron High School
Roman Road
Balfron
G63 0PW
Tel: 01360 440469

Wet Weather Arrangements

In very wet weather children are allowed access to the school building before 8.55 am at the discretion of the Headteacher. They are not sent out to play during very wet intervals, however please ensure your child has a warm and waterproof jacket when the weather is poor, as we try to allow access to outdoor play even for a very short period of time.

Parents are asked to co-operate by not sending children to school too early in wet weather, as teachers are working on preparation, planning and marking at this time, and full supervision cannot be guaranteed.

Prescribed Medication

Administration of Prescribed Medicines

This session a revised Forth Valley policy for the “Administration of prescribed medicines and meeting the health care needs of children and young people” has been issued to schools for implementation.

The policy provides a detailed and helpful set of guidelines and templates which must now be followed. I have listed below some key aspects of which all parents now need to be aware of:

1. Medication should be taken to school only when it is needed. Often medication can be prescribed in dose-frequencies which enable it to be taken outside school hours. Parents/Carers should be encouraged to arrange this.
2. It is the responsibility of the parents/carers to deliver the medication to school and dispose of any unused or out of date medicines.
3. Under no circumstances will an oral instruction from a parent/carer or child concerned be accepted.
4. Parent/Carer Request for the Administration of Prescribed Medicines must now be completed by a parent and signed off by the Headteacher in advance of prescribed medicines being administered in school.
5. There is no legal duty that requires school staff to administer medication/provide treatment, this is a voluntary role.

6. A record card and emergency protocol should be completed for each pupil receiving medication.
7. Only measured medication should be administered unless tablets are scored for dividing e.g. medication should not be halved.
8. Normally children and young people will carry their own inhalers with them. However, a spare inhaler should be kept in case of emergency in a secure location, clearly labelled with the child or young person's name and must not be used for any other pupil.
9. Parents/carers will be notified of out of date medicines and asked to collect them. If this has not been undertaken within a two week period, the medication will be transferred to a community pharmacist for disposal.
10. All medication remaining at the end of the academic year will be transferred to a community pharmacist for safe disposal if not collected by a parent/carer.
11. School staff must not give non-prescribed medication to pupils. It may not be known whether the child or young person has had a previous dose, whether the child or young person is allergic to the drug, or whether the medication may react with another medication being taken.

Appendices

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Funded Early Learning and Childcare

Stirling Council will provide 1140 hours of funded ELC a year for children aged 3-5 and eligible 2 year olds.

There is a wide choice of providers offering funded hours. This includes local authority nurseries, private, voluntary and independent nurseries and childminders.

You will be entitled to 25 free hours a week or 30 free hours a week depending on the number of weeks the setting is open over the year.

You can choose to take this in different ways, full days or half days or a combination of both.

There is no payment to access funded hours. All providers must offer funded places in line with the National Standard. This means you can choose to take only your funded hours and you do not have to buy any additional sessions, hours or weeks. This applies in all funded provider settings.

Please note, the minimum attendance at any local authority nursery will be one full day or 2 half days.

Unfunded Sessions

A child can attend more than their funded sessions in a local authority nursery, subject to availability of places. We need to prioritise children accessing their funded hours first. Once admissions for the new academic year, starting in August, have been finalised in the preceding February/March, we will confirm your unfunded sessions with you and provide them until the end of your contract period. You would also need to agree to our contract terms for funded and unfunded sessions. The nursery can advise you further on this.

Fees for unfunded sessions are available on Stirling Council's website. Fees for other funded provider nursery or with a childminder will vary and you should contact the provider directly for information.

Opening Dates

The open and closed dates for the next academic session for all nurseries in each model can be found on our website, <https://www.stirling.gov.uk/schools-and-learning/nursery-and-childcare/nursery-terms-and-holidays/>.

Model 1: 48.2 weeks

Settings in model 1 will be open 48.2 weeks a year, including over the summer.

Model 2: 45.6 weeks

Settings in model 2 will be open 45.6 weeks a year

Model 3 and 4: 38 weeks

Settings open 38 weeks a year will be closed out with term time in line with our primary school holiday closures.

Settling In

Our early years staff are very experienced and skilled in helping children to settle. However, during the settling in period it is a requirement that you, or another nominated adult, aged 16 years or over, is available to collect your child earlier than the agreed settling-in end time on the rare occasion this may be necessary.

Your funded hours will start from the first day of the term your child becomes eligible. For children who are eligible for funding in term 1 (August), settling-in will, where possible, be arranged with you to take place over the summer before term starts. Children who are eligible in term 2 (January) and term 3 (April) will, where possible, be settled in at the end of the term before they start.

We have a few local authority nurseries, funded provider nurseries and childminders that are open term-time only. As they are closed over the summer they will not be able to settle children in during the summer months before the new term starts in August.

Attendance at School and Nursery

It is important that the school/nursery and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school and nursery aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school or nursery will contact you to discuss ways of resolving this.

If your child is unable to attend school or nursery due to illness or for any other reason, we ask that parents should notify the school or nursery as early as possible in the day.

Information for those with School Age Children Only

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as unauthorised absence and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the school management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support their child's progress.

Persistent late coming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents and, if required, we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

Child Protection and Safeguarding

All children in Scotland have the right to be protected from all forms of abuse.

Child abuse is when a child is harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online.

Child abuse and neglect have significant effects on children's emotional and physical health, social development and lifelong outcomes.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

Schools and nurseries have identified child protection coordinators with a remit to promote safeguarding and a responsibility to act when aware of a possible child protection concern.

[NSPCC](#) have a range of helpful resources for parents/carers.

If you are concerned a child or young person is at immediate risk of abuse or neglect, you can contact police on 101 or phone children's services on 01786 471177. You can share your concern with your school/nursery child protection co-ordinator.

Clothing Grants

Some families may be eligible for clothing grants. Applications can be made by visiting <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/> and completing the online form.

Supporting documents can be uploaded, scanned to finservices@stirling.gov.uk or posted to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

Complaints

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child has agreed.

When a complaint is submitted on behalf of a young person, Schools, Learning, and Education should establish who is the primary complainant. If the child is not the complainant, regardless of their age (e.g., a child reporting bullying), the Investigating Officer must confirm that the child consents to the complaint being investigated. If the child does not consent, the service must assess whether investigating the complaint is in the child's best interests, and this decision should be clearly documented in the records.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g.. appeals against Exclusion from School, placing request appeals and where concerns are under consideration through an ASL dispute resolution process. In these cases we will give you information and advice to help you.

You have six months to raise a complaint from the event that you wish to complain about – or from the point when you become aware of a matter about which you wish to complain. In exceptional circumstances, a complaint can be accepted after this timescale.

We have 2 stage complaints procedure.

Stage One – frontline resolution

In the first instance, please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and are able to look into most matters. However, the headteacher may refer the Stage One complaint to Schools, Learning and Education centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Schools, Learning and Education centrally your response will come from there.

Stage Two – investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or those too complex for a headteacher to deal with.

To move to Stage Two, you should email educ-comments@stirling.gov.uk, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 24 hours.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals, etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the Scottish Public Services Ombudsman (SPSO), <https://www.spsso.org.uk/> to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.

Care Inspectorate

If you have a concern about a care service, in the first instance please raise this with the manager of the service.

You can raise a concern with Care Inspectorate by email at concerns@careinspectorate.gov.scot.

If you are unable to email or use the online complaints form, please call 0345 600 9527 between 9 am and 4 pm Monday to Friday. This information is regularly updated and available at <https://www.careinspectorate.com/index.php/complaints>.

Digital Learning

Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools to enhance learning and teaching, to share information about the life of the school, communicate with parents and carers, and to celebrate success. Use of many of these tools requires sharing some personal data about your child with the providers of the services. This may include, for example, children's names, classes and photographs. For some services, we will need your consent to share personal data.

Core Digital Services

Across Stirling Council, we use Glow and Google Workspace for Education Plus for learning and teaching. Data is shared with these services under the legal basis of public task – use of these services is deemed essential for learning and teaching, and we have legal agreements in place with both Education Scotland and Google to ensure that personal data is kept safe (see our Privacy Notices for our use of these services).

Likewise, SEEMiS is used to securely manage children and young people's personal data, including sensitive category data (such as information about their health). This data sharing is also done under the legal basis of public task, and appropriate agreements are in place to ensure the data is securely managed.

Digital Services Requiring Consent

Data Protection Impact Assessment procedures are followed for digital tools used while in school. For some processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.

Stirling Council

Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2025

The 2025/2026 school year starts on 13 August 2025, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 13 August 2025 are of school age and **must** start their primary school education on 13 August 2025. Children who are five years old between 14 August 2025 and 28 February 2026 **may** start their primary school education on 13 August 2025 or can defer entry to P1 until 2026.

If your child is starting their primary school education in August 2025, or if you are choosing to defer their entry into primary school to August 2026, you **must** enrol them at their catchment school **by 31 January 2025**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have now moved to online enrolments and request that you complete the online enrolment form which can be found on our website www.stirling.gov.uk. As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school, you will be required to scan and upload a copy of your child's birth certificate, and two of the following - child benefit book/award letter, tax credit/universal credit award letter, two recent household utility bills or a recent council tax bill. If you are unable to use our online enrolment form or scan and upload the necessary documents please contact the school who will be able to assist.

Gaelic Medium Provision

Gaelic Medium education is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 237933 email: rvsdeps@stirling.gov.uk. Any parent wishing to enrol their child in our Gaelic medium provision should contact the school for further information.

Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2025. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2025/2026

In accordance with the Education (Scotland) Act 1980 as amended, and The Education (Additional Support for Learning) (Scotland) Act 2004, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2025/2026, to do so online **no later than 15 March 2025**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <https://www.stirling.gov.uk/schools-and-learning/schools/placing-requests/make-a-placing-request/>

It is essential that you enrol your child at their catchment school even if you are making a placing request for another school, this ensures that should the placing request be unsuccessful they still have a place at their catchment school.

Please note that school transport is not provided for children and young people attending a school on a placing request.

Schools Information

Information on local authority schools in Stirling Council is available on our website www.stirling.gov.uk or by contacting us on 01786 233185.

Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website www.stirling.gov.uk

Additional Support for Learning

Additional Support Needs

Children and young people who need extra or additional support, than other children or young people their age, to help them access and make progress in their learning are considered to have '**additional support needs**'. They may only need support for a short time, or they may need support the whole time they are in education.

A child or young person may have additional support needs for lots of reasons including:

- A physical disability
- Being a young carer
- Changing school a lot
- Being bullied
- Having a communication difficulty
- Being looked after by the local authority
- Having a long term illness

Staged Intervention

Staged Intervention is the process used to identify, assess and plan to meet a child's needs.

Every school and nursery has a Pupil Support Co-ordinator with responsibility for ensuring appropriate support for children with additional support needs. For most children the support they require is provided from nursery or school, for example, differentiated materials, additional time, movement programmes, and support groups.

Some children with more complex needs may require input from support services within Stirling Council such as ASN Outreach or the Educational Psychology Service, whilst some may require input from other partner agencies, such as Speech and Language Therapy, to provide more enhanced interventions.

Agreed actions will be recorded and reviewed during staged intervention meetings in collaboration with the child, family and staff. Where there is more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be appropriate.

If you have concerns about your child, in the first instance, contact your school or nursery.

Advice and support services

For children and young people:

All children and young people have the right to be involved in decisions about the support they receive. The following services provide further information about understanding rights and expressing personal views:

[My Rights My Say](#) – a children's service supporting children aged 12-15 to use their rights. They provide advice and information, advocacy support, legal representation and a service to independently seek children's views about the support they receive with their learning.

[Reach](#) - a website dedicated to children and young people aiming to help them feel supported, included, listened to and involved in decisions at school. It has information and advice for pupils about their rights to additional support for learning; practical tips for all sorts of school problems; young people's real life stories; and positive examples of pupil participation

For parents and carers:

Parents and carers have the right to be involved in discussions about the additional support for learning options available to their children.

There are a number of services for parents and carers to access advice, information and support. These include:

[Parentzone](#) – Education Scotland's website to find out more about specific support needs, what you can do to support your child, and where you can get further information.

[Enquire](#) – the national advice and information service on additional support for learning for families, teachers, education authorities and others caring for or working with children and young people with additional support needs.

[Let's Talk ASN](#) – national advocacy and legal representation service supporting parents, carers and young people (16+) with a right of reference to the Additional Support Needs Tribunal in exercising their rights

Mediation

Mediation support services are available to families with children who have additional learning needs. Good communication among parents and carers, school and Stirling Council Education Services is the key to positive relationships and partnerships.

The Education (Additional Support for Learning) (Scotland) Act 2004 includes a requirement for education authorities to have in place arrangements for mediation, involving independent mediators, to aim to resolve disputes between parents and carers and the authority and/or school, regarding a child or young person who has additional support needs.

Stirling Council's independent mediation provider is Resolve Mediation Service. You can find out more about the service and mediation here <https://resolvemediation.org.uk/>

Equalities and Children's Rights

Everyone deserves to be treated equally, fairly and without prejudice.

The UNCRC (Incorporation) (Scotland) Act 2024 means that the rights of all children from birth to 18 years of age are protected by Scots Law and must be promoted and defended in all areas of a child's life. This includes their rights to:

- education,
- protection from violence, abuse and neglect,
- be listened to and taken seriously,
- A proper house, food and clothing, and
- relax and play.

When a child feels their rights have been infringed, their views will always be taken seriously.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Schools and nurseries have a duty to report prejudice based incidents.

Anti-bullying and Positive Relationships

Approaches to anti bullying reflect *Getting it Right for Every Child* and recognise that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

All education establishments operate within Stirling's Approach to Respect for All: Preventing and Challenging Bullying Behaviours and, in consultation with wider communities, have establishment specific anti bullying policy.

Getting it Right for Every Child

[Getting it right for every child](#) (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. Most children and young people get the help and support they need from their parent(s) or carers, wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.



GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people

GIRFEC is based on children's rights and its principles reflect the [United Nations Convention on the Rights of the Child](#) (UNCRC).

Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

Wellbeing

To help achieve a common understanding of what wellbeing means, it is broken into 8 wellbeing indicators:

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected
- Responsible
- Included

In practice, the eight indicators can be interconnected and overlapping. When considered together, they give a holistic view of each child or young person. They enable the child or young person, and the adults supporting them, to consider strengths, as well as any obstacles they may face to growth and development.

Role of the Named Person

Children, young people and families need to know who they can contact when they need access to relevant support for their own, or their child or young person's wellbeing.

Within the GIRFEC approach, the role of a named person is to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

The support of a named person is available to all children, young people and their families. A named person will predominantly be based within health or education services, usually in the form of a Depute or Head Teacher, or a Health Visitor. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

Child's Plan

A personalised child's plan is a non-statutory plan which should be considered when those working with a child or young person and their family, identify that they need a range of extra support beyond universal provision to be planned, delivered or co-ordinated.

The child's plan should offer a simple planning, assessment and decision-making process which leads to the right help, at the right time.

The child's plan should reflect the voice of the child or young person at every stage and include a clear explanation of why the plan has been created, the personalised actions to be taken and the expected improvement for the child or young person.

Stirling's educational establishments have long established staged intervention processes, which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Your child's school or nursery can provide you with further information on the staged intervention process.

Insurance Information

1 Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage to property must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school or nursery.

Parents should be aware of the following points:

- a. Parents' house contents policy may give some measure of cover for personal effects of family members.
- b. It is suggested that parents may wish to consider taking out additional individual personal cover.
- c. Pupils should be encouraged not to bring valuables to school or nursery.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the Council is not responsible if property is lost, damaged or stolen in school or nursery.

2 Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered: While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 07387 243095 or at insurance@stirling.gov.uk.

School Health Service

NHS Forth Valley has a statutory obligation to provide health services for all school age children. The aim is to ensure that all children and young people, throughout their school years, are in the best possible health to benefit from their education.

School Nursing Service

School Nurses are available Monday – Friday between 8.30 am and 4.30 pm all year round, excluding public holidays and weekends. School Nurses are part of the integrated community team and are based in local health centres and clinics.

The School Nurse Team offer health screening, health assessments, health reviews, health promotion and health interventions when required.

Parents/Carers of Primary 1 pupils will receive a P1 Health Questionnaire to complete. A member of the School Nursing team will follow up any Parent/Carer concerns highlighted on this form. All Primary 1 children have their height and weight measured in school by a Health Care/Family Support Worker. If you do not wish you to have your child's growth measured, please contact the number listed on the P1 questionnaire form.

The School Nursing Team comprises of:

- School Nurses
- Family Support Workers

Children/young people, parents/carers may request support/advice from the School Nursing service by contacting the School Nursing Team on 01786 428270.

Referral to the School Nursing Service can be made by Education, Social Work, GP or any other health care professional using the appropriate Getting it Right for Every Child (GIRFEC) documentation and submitting the referral to fv.fvschoolnurseteamsecuremailbox@nhs.scot.

School and Nursery Meals

School and nursery lunches are an important part of the day, encouraging our children to eat a nutritious meal. The lunchtime experience plays a huge part in developing a child's relationship with food, understanding where food comes from, the health benefits to our bodies and the opportunity to experiment and taste new foods.

The Scottish Government introduced changes to the Nutritional Standards for Food and Drinks Regulations within Schools in April 2021. The changes to the regulations are based on the most up to date scientific evidence on diet and are designed to support the health of children and young people within our education settings. The food and drink provided across the day is designed to support the Scottish Dietary Goals. This will ensure all children and young people receiving a meal have access to nutritionally balanced lunches. We are committed to provide healthy, nutritious and good value for money meal options in all our Nurseries, Primaries and Secondary Schools.

Every P1 to P5 pupil is entitled to a free meal. We would encourage parents to access this meal as there are benefits to having a meal. The focus is on an enjoyable lunchtime experience for all children.

All 3 and 4 year old children and eligible 2 year olds are entitled to a free meal if they are in nursery for more than 4 hours accessing a funded session. Parents may still choose to provide a packed meal if preferred. During unfunded sessions, parents can purchase a meal if they choose to do so.

In addition to meals, all nurseries will provide a morning snack and afternoon snack. There will be no cost for this during funded or unfunded sessions. Snacks will include Scottish Government funding milk and a portion of fruit/vegetables.

Our Nurseries and Primary schools offer a three course lunch menu with a choice of soup main meal, and fruit. The menu runs on a three week cycle and has plenty of healthy and popular meals on offer for pupils. Menus and current prices can be viewed on the Council's website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-menus/>.

Pupils and parents have an opportunity to provide feedback and have their say regarding the development of future menus and always welcome suggestions for improvement.

Where a child or young person has an allergy or requires a specific diet, this can be catered for in most circumstances however, this must be communicated clearly to the Catering Supervisor, discussed and a clear plan agreed. Full allergen assessment information will be available in every school kitchen. The Medically prescribed diet policy must be followed at all times and documentation completed by parents.

Parent Pay

Parent pay is a web-based application that provides a facility for parents to pay online for school and nursery meals, trips, music tuition etc.

Parents will benefit from being able to make on line payments for meals using a secure website at any time that is convenient. Parents can view all transactions online and see their running balances. Parents can also pre order pupil lunches via the website. This makes it a safer method of payment, instead of children taking cash into schools and nurseries. For more information, please go to [ParentPay website](#).

Food for Life Served Here

Stirling Council has been a member of the FFL accreditation scheme since 2012. The FFL accreditation providers must achieve the thirteen standards of the Bronze Food Life which include 75% of all dishes on the menu to be freshly prepared on site.

The Food for Life Catering Mark is an endorsement from the Soil Association Scotland that as caterers we have taken steps to ensure that the food that we serve uses fresh ingredients which are free from undesirable additives and trans fats, are better for animal welfare and comply with national nutrition standards:

- Our meals do not contain any undesirable food additives, hydrogenated fats or GM ingredients.
- Over 75% of our dishes are freshly prepared every day by our cooks.
- All of the meat we use is traceable and from farms which satisfy UK welfare standards.
- All of the eggs we use are free range from cage free hens.
- We offer a seasonal menu.
- We provide ongoing training for our dedicated team of catering staff.
- We ensure our meals comply with the national nutritional standards set out by the Scottish Government.
- We provide information for children about where their food comes from.
- Poultry, eggs and pork are produced in line with the standards set for the Freedom Food Scheme, a welfare minimum or 10% of ingredients are organic. All of the milk we use in our recipes and the children drink is certified local organic milk.
- A range of locally sourced items are on the menu.
- No fish is served from the Marine Conservation Society “fish to avoid list”.

We are proud of our Silver Food for life accreditation for all our meals, promoting food provenance, freshly preparing foods free from nasty additives colourings and preservatives. More information about the standard can be found on the Soil Association website,

<https://www.soilassociation.org/certification/foodservice/>.

Breakfast Clubs

There are currently 13 breakfast clubs being run by Stirling Council and 1 by a Parents group. They operate for 1 hour per day, 5 days per week during term time. On average, 343 pupils attend the breakfast clubs per day. Facilities Management provide a Catering member of staff and schools provide a Support for Learning Assistant (SLA) to set up and deliver the service each morning. FM are currently operating two soft start models which offers pupils hot toast, milk and a piece of fruit in their classrooms every morning (9am – 9.30). Pupils can choose to take anything from the trolley, Pupils can choose to take as much as they like as this is unlimited.

Check out your school website to see if your school is providing a breakfast club service.

In order to ensure a compliant Breakfast service, in line with all relevant guidance on food provision and in line with national and local guidance for schools we are now operating a different menu which consist of:

Day	Options Available
Monday	1 slice of bread toasted, spread with Summer County margarine. Milk to drink
Tuesday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Wednesday	1 slice of bread or ½ a bagel toasted, spread with Summer County margarine Fresh prepared fruit Milk to drink
Thursday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Friday	A full Kara roll toasted, spread with Summer County margarine. Fresh prepared fruit Milk to drink

All our Catering staff receive regular training in Food Hygiene, Health and safety, Cross Contamination, Allergen and Special diets policy. Each member of staff hold individual training certificates with all Catering Supervisors trained to Rehis accredited Intermediate Food Hygiene standard.

All kitchens follow our BSI accredited Management system (ISO 9001:2015) along with Cooksafe and HACCP guidance complying with all Environmental Health Guidance.

We constantly strive to improve our service and welcome feedback to develop our menu and other services we provide.

School and Nursery Holidays

School holidays are set on an annual basis and reflect the agreed formula by Stirling Council which operates a set pattern.

Autumn term

Starts on the Monday of the second full week in August.

October holiday

Two full weeks starting on the Monday of the second full week in October.

Christmas holiday

Two full weeks to include four public holidays on 25th, 26th December and 1st, 2nd January.

Easter holiday

The first Monday in April, for two weeks, regardless of when Easter weekend falls.

A full week is a week that commences on a Sunday.

2024-2025 School Holidays

Autumn Term Starts Ends	Monday 12 August 2024 Tuesday 13 August 2024 Wednesday 14 August 2024 Friday 11 October 2024	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 14 October 2024 Friday 25 October 2024	
Winter Term Starts	Monday 28 October 2024	
Winter Term Ends	Friday 20 December 2024	
Christmas Holiday Starts Ends	Monday 23 December 2024 Friday 3 January 2025	
Spring Term Starts	Monday 6 January 2025	
	Monday 10 February 2025 Tuesday 11 February 2025 Wednesday 12 February 2025 Thursday 13 February 2025 Friday 14 February 2025	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Friday 4 April 2025	
Spring Holiday Starts Ends	Monday 7 April 2025 Monday 21 April 2025	Easter Monday
Summer Term Starts	Tuesday 22 April 2025	
	Friday 2 May 2025 Monday 5 May 2025	Staff Development Day Local Holiday
Summer Term Ends	Friday 27 June 2025	
Summer Holiday Starts Ends	Monday 30 June 2025 Friday 8 August 2025	
To Be Confirmed	Monday 11 August 2025 Tuesday 12 August 2025 Wednesday 13 August 2025	Staff Development Day Staff Development Day Pupils return

2025-2026 School Holidays

Autumn Term Starts	Monday 11 August 2025 Tuesday 12 August 2025 Wednesday 13 August 2025	Staff Development Day Staff Development Day
Ends	Friday 10 October 2025	Pupils return
October Holiday Starts	Monday 13 October 2025	
Ends	Friday 24 October 2025	
Winter Term Starts	Monday 27 October 2025	
Winter Term Ends	Friday 19 December 2025	
Christmas Holiday Starts	Monday 22 December 2025	
Ends	Friday 2 January 2026	
Spring Term Starts	Monday 5 January 2026	
	Monday 9 February 2026 Tuesday 10 February 2026 Wednesday 11 February 2026 Thursday 12 February 2026 Friday 13 February 2026	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Thursday 2 April 2026	
Spring Holiday Starts	Friday 3 April 2026	Good Friday
Ends	Friday 17 April 2026	
Summer Term Starts	Monday 20 April 2026	
	Friday 1 May 2026 Monday 4 May 2026	Staff Development Day Local Holiday
Summer Term Ends	Friday 26 June 2026	
Summer Holiday Starts	Monday 29 June 2026	
Ends	Friday 7 August 2026	
To Be Confirmed	Monday 10 August 2026 Tuesday 11 August 2026 Wednesday 12 August 2026	Staff Development Day Staff Development Day Pupils return

2024-2025 Nursery Holidays (45.6 weeks)

Term Starts	Monday 12 August 2024 Tuesday 13 August 2024	Staff Development Day Staff Development Day
	Wednesday 14 August 2024	Children return
Term Ends	Monday 23 December 2024	
Christmas Holiday	Tuesday 24 December 2024 Thursday 2 January 2025	
Term Starts	Friday 3 January 2025	Children return
	Monday 10 February 2025 Tuesday 11 February 2025	Staff Development Day Staff Development Day
	Wednesday 12 February 2025	Children return
Spring Holiday	Monday 14 April 2025 Tuesday 15 April 2025 Wednesday 16 April 2025 Thursday 17 April 2025 Friday 18 April 2025 (Good Friday) Monday 21 April 2025 (Easter Monday)	Nursery closed Nursery closed Nursery closed Nursery closed Nursery closed Nursery closed
Term Starts	Tuesday 22 April 2025	Children return
	Friday 2 May 2025 Monday 5 May 2025	Staff Development Day Local Holiday
Summer Week 1 (5 days)	Please contact the nursery direct for closed days	
Summer Week 2 (5 days)	Please contact the nursery direct for closed days	
Summer Days (2 days)	Please contact the nursery direct for closed days	
To Be Confirmed	Monday 11 August 2025 Tuesday 12 August 2025 Wednesday 13 August 2025	Staff Development Day Staff Development Day Children return

Settings open 45.6 weeks a year will be closed for 32 days a year, or 6.4 weeks a year.

2025-2026 Nursery Holidays (45.6 weeks)

Term Starts	Monday 11 August 2025 Tuesday 12 August 2025	Staff Development Day Staff Development Day
	Wednesday 13 August 2025	Children return
Term Ends	Monday 23 December 2025	
Christmas Holiday	Tuesday 24 December 2025 Friday 2 January 2026	
Term Starts	Monday 5 January 2026	Children return
	Monday 9 February 2026 Tuesday 10 February 2026	Staff Development Day Staff Development Day
	Wednesday 11 February 2026	Children return
Spring Holiday	Friday 3 April 2026 (Good Friday) Monday 6 April 2026 (Easter Monday) Tuesday 7 April 2026 Wednesday 8 April 2026 Thursday 9 April 2026 Friday 10 April 2026	Nursery closed Nursery closed Nursery closed Nursery closed Nursery closed Nursery closed
Term Starts	Monday 13 April 2026	Children return
	Friday 1 May 2026 Monday 4 May 2026	Staff Development Day Local Holiday
Summer Week 1 (5 days)	Please contact the nursery direct for closed days	
Summer Week 2 (5 days)	Please contact the nursery direct for closed days	
Summer Days (2 days)	Please contact the nursery direct for closed days	
To Be Confirmed	Monday 10 August 2026 Tuesday 11 August 2026 Wednesday 12 August 2026	Staff Development Day Staff Development Day Children return

Settings open 45.6 weeks a year will be closed for 32 days a year, or 6.4 weeks a year.

School Transport

Stirling Council provide support with travelling to and from school to school age children who live more than two miles from their catchment school, or where there is no safe walking route available.

Further information is available on the Council website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-transport/>.

Unexpected Closures

While nurseries and schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close nurseries or schools or amend the normal day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents' place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

Register of Personal Data Processing

Data Protection laws say that the Council must be transparent about how we process personal data.

This Register of Data Processing sets out the Council's activities that involve the collection and use of personal information and the reason why we can process your information lawfully.

Privacy Notice

For each activity, we publish a Privacy Notice setting out how personal data is used.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

We are also legally obliged to share certain data with other public bodies, such as HMRC and will do so where the law requires this. We will also generally comply with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Your information is also analysed internally to help us improve our services. This is covered in our Fraud Privacy statement.

Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-and-committees/managing-information/register-of-personal-data-processing/>.

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.